

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
5	Carole, Nic, Martyn, Koong	November 29th - 3rd December	2
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
<ul style="list-style-type: none"> Open-minded Caring 	<ul style="list-style-type: none"> Striving for Understanding Nurturing Passion in Self and Others Taking Action Ethically Creating a Caring and Inclusive Community 	<p>Key Concepts: Perspective, Responsibility</p> <p>Related concepts: Sustainable Development Goals, Citizenship, Community, Equality</p>	<p>Social skills</p> <p>Self - management skills</p>
TD Theme:	Central Idea:	Lines of Inquiry:	Subject Focus
Sharing the planet	Global Citizens work towards change for the betterment of all	An inquiry into Global Citizenship	Social Studies
Teacher Questions:		Student Questions:	
<ul style="list-style-type: none"> What is the meaning of global? What is the meaning of citizen? What is a Global Citizen? 			
Events and Activities: Generating School council representatives. Election of house captains			
UOI:1	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
	<p>Curriculum coverage</p> <p>Exemplify and explain some rights and responsibilities of</p>	<p><i>Inquires/engagements</i></p> <p><i>Monday - Friday</i></p> <p>Look at transdisciplinary theme for sharing the planet:</p>	<p><i>Student Expectations/assessments</i></p> <p>I have a basic understanding of the four key themes imbedded within our 'sharing the planet' transdisciplinary theme.</p>

	<p>local and global citizens.</p> <p>Consumer choices can be influenced by a number of factors.</p> <p>Active citizens engage with their local and global responsibilities.</p> <p>Investigate an emergent environmental challenge and compare suggestions for its management.</p> <p>The development of communities is related to their location and use of natural resources.</p> <p>People adapt to and change their environment.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and relationship within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Split into four sections and discuss what each of them mean.</p> <ul style="list-style-type: none"> - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things - Communities and relationship within and between them - Access to equal opportunities - Peace and conflict resolution <p>Focus on 'An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things' - Sir David Attenborough - A Life on our Planet</p> <p>Pre teach key vocabulary</p> <p>Watch the documentary 'A life on our planet' in two parts after each 40 minute session allow discussion time.</p> <p>Encourage the kids to jot down key words/questions from the documentary (Cornell Note taking).</p> <p>After watching both parts of the documentary discuss and synthesize key concepts and ideas related to finite resources.</p>	<p>I can reflect upon and discuss some of the rights and responsibilities of people to share finite resources.</p>
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	Explain causes and effects of change in an environment or location.		

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	Organise writing in paragraphs showing similar themes.	<p>Students will complete three tasks to organise a piece of writing using paragraphs.</p> <p>Extension task. Students will write a non- fiction text about their favourite book. They will need to include paragraphs on: Introduction The plot The characters The format of the book Your favourite part Recommendations- who and why Conclusion Making sure that the writing is organised into paragraphs. Link ideas using words like 'for example, also, because and another.'</p> <p>Drama (auditorium) Rainforest situation based upon perspectives.</p>	<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
Planning for Reading	Quote accurately from a text when	Readworks task. Reading a passage and answering questions on content, inference	Students are able to:

	<p>explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Reading groups with the teacher investigating the theme, character portrayal, settings and author created atmosphere of the differing levelled novels.</p> <p>Reading tasks to practice key skills- identifying descriptive words and phrases, recognizing key themes in the personal stories being read and word definition searches.</p> <p>Literacy Planet task Metaphors Paragraphs</p>	<ul style="list-style-type: none"> • Understand the content, inference of levelled passages. • Students can discuss the key ideas and features of a text and the relevance to the structure of the writing. <p>Determine the meaning of words and phrases as they are used in a text.</p>
<p>Math (<i>math curriculum</i>)</p>	<p>Conceptual Understanding:</p> <p>10 place value system extends infinitely in two directions.</p> <p>Use whole numbers and decimal numbers up to millions or beyond in real-life situations</p>	<p>Multiplication -Vertical Method (A.K.A. Standard algorithm) / intro division connection</p> <p>Part 1 Applying a variety of methods to solve a multiplication problem</p> <p>1) Students choose 2 of the three methods to answer 4 given problems - 3 digits x 2 digits</p> <p>Students show these in their RED MATHS BOOKS or on their own Jamboards. Students screenshot and upload</p> <p>43 X 64 57 X 245</p> <p>365 X 12 34 X 24</p> <p>Group 1:</p>	<p>I can understand the meaning and purpose of multiplications</p> <p>I can reflect upon and apply my early prior knowledge of multiplication and view how it has developed to now.</p> <p>I can make connections between multiplication and real-life situations.</p> <p>I can assess my own knowledge of multiplication</p> <p>I can make connections between multiplications and division.</p>

		<p>Group 2:</p> <p>Group 3:</p> <p>Closing Example relationship between strategies:</p> <p>Part 2 Multiplication multi-digit</p> <p>1) Reviewing yesterday's video:</p> <p>Take a quick look at the process from the video and practice in pairs. Teacher gives two examples for all students to complete. Students work in same-ability pairings. After about 8 mins students show their work through a gallery walk and talk and discuss and clear up any confusions with each other.</p> <p>2) Whole group: Teacher starts the Practice Task on Khan Academy</p> <p>and for the first problem, the teacher uses the <u>suggested hints available to click on</u>, to explain the developing thinking throughout the process.</p> <p>Students then continue to do several of the tasks given on the online practice (and copying the multiplication into their RED MATHS BOOK) whilst teacher goes around facilitating.</p> <p>Part 3 Word problems and multiplications</p> <p>1) Video Warmer:</p>	<p>I can understand multiplication and division functions and represent this function in a pictorial manner.</p>
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2) Find my Mistake Game. (Using computers and Jamboards.) Students each write a simple double digit X double digit multiplication story and then write an equation for this story using the vertical method (A.K.A standard algorithm). All on their own on their Jamboard. Students purposely make one small mistake in their vertical multiplication process on their Jamboards. Students in the group then must then go to another Jamboard and try to find where that mistake was made and highlight it or circle it in red.

Part 4 Relating multiplications to divisions

Video Warmer: (Pretty easy basics)

Small Group Activity (15 mins)

- 1) Using big red Maths books (Jamboard for online students) students are split into groups of 3s and must come up with a division story, drawn in picture and with a written equation accompanying it. As part of the story, the division story must then also show how it would turn back into a multiplication to show the relationship between multiplication and division. Arrows can be used etc...
- 2) Students write down in words how the division story happens and how it then related to a multiplication.

Students share their stories to the class. **(10 mins)**

Practice: (10 mins) relating multiplication to division word problems:

Other stand alone			
Resources	<p>The Earthshot prize</p> <p>https://www.youtube.com/watch?v=mFbwTRMwBAc</p> <p>https://www.youtube.com/results?search_query=earthshot+prize</p> <p>https://earthshotprize.org/</p> <p> <i>Finalists Announcement: The Earthshot Prize, London 2021</i></p> <p><i>Ted talk Bali girls plastic and Greta Thunberg</i></p> <p><i>Ted talk boy who set up windmills</i></p> <p><i>Ted talk boy who set up light around the village to save the lions</i></p>		